

## Maths

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - two-digit number and ones
  - Two-digit number and tens
  - Two two-digit numbers
- Adding three one-digit numbers
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## Science - The uses of everyday materials

- Can children describe the simple physical properties of a variety of everyday material?
- Can children compare and group together a variety of everyday materials on the basis of their simple physical properties?
- Can children identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?
- Can children find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?
- Working scientifically:**
- Can children use scientific language to communicate ideas?
- Can children ask simple questions about the world around them?
- Can children perform simple tests?
- Can children observe closely using simple equipment?
- Can children use their observations and ideas to suggest answers to questions?
- Can children identify and classify?
- Can children gather and record data to help in answering questions?

## Enhancements

### WOW experiences:

Christmas pantomime  
Christmas Production -Midwife in Crisis.

### Parental Engagement:

SATs Family Learning Workshop  
Book Share

## Year Two Topic:

'Where do we live and why is it special?'

## English

Our 'Talk For Writing' texts this term include "Katie goes to London" by James Mayhew. We will be focusing in particular on how to write letters. We will also be continuing to develop our reading comprehension skills through a variety of different text types.

### Reading

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read accurately words of 2 or more syllables.
- Read common suffixes
- Read & re-read phonic-appropriate books
- Read common 'exception' words noting unusual correspondences between spelling and sound and where these occur in the word
- Reread these books to build up their fluency and confidence in word reading
- Discuss & express views about fiction, non-fiction & poetry
- Become familiar with & retell stories
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Checking that the text makes sense to them as they read, and correcting inaccurate reading
  - Making inferences on the basis of what is being said and done
  - Answering and asking questions
  - Predicting what might happen on the basis of what has been read so far.

### Writing

- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- learning to spell more words with contracted forms
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.
- Start using some of the diagonal and horizontal strokes needed to join letters .
- Use the present and past tenses correctly and consistently, including the progressive form.
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence
- Read aloud what they have written with appropriate intonation to make the

## Art

This term we will be developing our drawing and painting skills. Our focus artist is Hundertwasser.

- Can children draw using pencil, charcoal and pastels?
  - Can children create different tones?
  - Can children show patterns and texture?
  - Can children use a viewfinder?
  - Can children mix paint to create the secondary colours?
  - Can children make tints and tones?
  - Can children mix colours and predict outcomes?
- ICT: Can children create a picture using brush and pen tools on 2simple?
- Can children edit their own work?

## D&T

This term we will be designing, making and evaluating a 'Great Fire of Nantwich house.' We will be doing this by joining materials together.

- Can children describe their design by using pictures, models and words?
- Can children choose the best tools and materials and explain why?
- Can children measure materials to use in a model or structure?
- Can children join materials together in different ways?
- Can children add some kind of design to their product?
- Can children join, fold or roll material to make it stronger?
- Can children say what went well and what they would improve?

## SMSC:

- Anti-Bullying Week
- British Food Fortnight
- Macmillan Coffee Morning
- How can you stay safe online? How can we be a kind friend?
- Harvest Festival
- National poetry week
- More in common day - celebration of languages
- Children in Need
- St Luke's Rudolph Run
- Road Safety Week
- Christingle
- Christmas Performance

## ICT

This term will be focusing on the following skills:

### Programming:

- Can children use programming software? (Beebots and Beebots app)
- Can children create and discuss algorithms and how to debug them?

### Multimedia:

- Can Children use multimedia to present/share ideas? (Powerpoint, 2Publish, 2create)
- Can children use a keyboard?
- Can children save and open files?

### Technology in Our Lives:

- Can children explain why they use technology and the benefits of using technology??
- Can children talk about the differences between the internet and physical world?

### Handling Data:

- Can children talk about how technology collects information?
- Can children make and save a chart/graph from their own collected data?
- Can children begin to understand a branching database?

### eSafety:

- Lee and Kim's Animal Magic
- Smartie the Penguin

## Year Two Topic

### 'Where Do We Live and What Makes It Special?'



## Music

- Can children listen and appraise?
- Can children continue to understand how pulse, rhythm and pitch work together to create music?
- Can children compose and perform their own poem based on the Great Fire of London using appropriate instruments?
- Can children recognise the sound of musical instruments?
- Can children begin to discuss music using musical language?
- The children will continue to listen to a variety of musical styles from different times, traditions and composers. All children will also take part in the Christmas performance which involves singing and performing.

## Geography/History

### History

This term we will be learning about the Great Fire of London and the Great Fire of Nantwich. We will also be looking at how our local area has changed over time.

- Can children discuss events beyond living memory that are significant nationally?
- Can children discuss significant historical events, people and places in their own locality?
- Can children research their local area of Crewe and identify how it has changed? (Shops/Transport)
- Can children find out about a locality by using different sources of evidence?
- Can children recount facts, discuss and compare The Great Fire of Nantwich and The Great Fire of London?
- Can children use a variety of different sources to gather information about the past and begin to discuss how reliable a source is?
- Can children answer questions about both fires using different sources?
- Can children use key historical vocabulary?
- Can children understand where The Great Fire of London fits on a basic timeline?

### Geography

This term we are focusing on mapping, locational knowledge and enquiry skills. In particular, we are learning about our locality (Crewe).

- Can children name, locate and identify the characteristics of the 4 countries and capital cities of the UK?
- Can children say what makes a locality special?
- Can children find the longest and shortest route using a map?
- Can children plan a journey to a place in our locality?
- Can children create a simple map and use and construct basic symbols in a key?
- Can children use grid references (A1, B2 etc)
- Can children describe a locality using geographical words?
- Can children identify seasonal/daily UK weather patterns?

## RE

### Y2

- A1 Christianity - What did Jesus teach?
- A2 Christianity - Christmas; Jesus as a gift from God.